

Reflection 4

Part 1

Competency (or course objective)	How is this Competency assessed?	Where do students learn the content they are being assessed on? (list a lecture #, text/media source, class discussion, etc.)	If not you, who is the author/creator of this material?
Observes, identifies and discusses the needs of diverse learners and the differentiation/scaffolding practices used by public schools to engage diverse learners, leading to the	School audit project Lesson Plan	Text, readings, videos, class discussion	
Competency 1: Reflect on One's Cultural Lens (A through D)	Self-reflection Self-study	Class discussion Ted Talk	
Develop an understanding of the role of the teacher in promoting social justice in the classroom.	Readings Reflections Lesson Plan	Text Videos Class Discussion	

Part 2

Observations about where students learn content

1. Is there anything that students are assessed on that is not adequately covered by my resources/content?

I would like to expand on the different types of assessment that I integrate in my course- more of an authentic, self-reflection piece.

2. Do I anticipate that my content will adequately meet the learning needs of students with a range of background knowledge about CRSE?

Yes, I have carefully designed my content to meet the diverse learning needs of students with varying levels of background knowledge about Culturally Responsive-Sustaining Education (CRSE). To achieve this, I have included foundational materials for those who are newer to the concept, ensuring that they can build a solid understanding of CRSE principles. At the same time, I have incorporated more advanced topics, case studies, and critical discussions to challenge students who already have a deeper understanding of the subject.

Additionally, I aim to create a balance of instructional strategies that accommodate different learning preferences and experiences. For example, I integrate a combination of readings, interactive activities, real-world examples, and opportunities for reflection to engage all learners effectively. By scaffolding the content, I ensure that all students, regardless of their starting point, can connect with the material and progress in their understanding and application of CRSE in meaningful ways.

3. Is content related to any particular course objective over-represented/disproportionate to others? Is there any content I need to cut?

N/A at this time- I wish I could add more!

4. Other observations:

Observations about authors

1. Am I aware of the identities held by the authors/creators of my course content? If not, when, and where will I seek this information?

Yes- I am very conscientious of the author identities in my course content. I strive to provide a diverse array of voices, thoughts, and opinions. I hope students see themselves reflected in what they are reading, if not then introduce them to new content.

2. What **identities** and **perspectives** are missing from the scholars on my syllabus? What identities and perspectives are over-represented?

I need some more time to reflect on this piece.

3. Other observations:

Overall

1. If I am missing significant pieces of CRSE content or identities and perspectives among my authors, do I know what materials I might be able to add? If not, how will I find these materials?

2. Other observations:

3. If you'd like help from COP members to find a resource on a particular topic or authored by someone of a particular identity or perspective, please state what you're looking for here (eg., "*I'm looking for a short article or video about racial bias in school discipline, accessible to students without prior knowledge on this topic...*").

I would love help finding resources such as videos, short readings, and hands-on activities that would provide students with the opportunity to engage with each other and make connections to the content.